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ABSTRACT

A detailed demographic study of York County, Maine in 1973 found that while most existing colleges offered four-year programs, job opportunities were eight times greater for associate degree holders; that the state could not afford to construct or maintain additional campuses; and that a large number of residents lived too far from existing campuses to commute. Based on these findings, the current community college system, described in this report, was recommended and adopted. The system offers comprehensive occupational, technical and liberal arts programs, and other services meeting southern Maine's economic and cultural needs. Programs use existing public and private educational institutions and facilities such as museums, libraries, community centers, and hospitals. Conveniently located facilities are leased for regional learning centers in order to serve the largest possible population. The report considers the background of the system; its organization and structure; the function of the Joint Administrative Board as cooperative link between community interests, associate degree programs at the University of Maine at Portland-Gorham, and the learning centers; the faculty; the students; the budget; program evaluation; and future plans. An appendix presents the policies and procedures of the associate degree studies policy committee. (TR)

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YORK COUNTY COMMUNITY COLLEGE SERVICES

A SUMMARY REPORT

1973-1977

Prepared by the

Office of Associate Degree Studies

July 15, 1977

JC 780 436

Contents

Background	1
Organization and Structure	2
A. The Joint Administrative Board - The Cooperative Link	2
B. Associate Degree Studies at UMPG	2
C. The Learning Centers	4
Faculty	5
Students	6
A. Enrollment	6
B. Student Profile	9
Budget	11
Evaluation	15
Future Plans	16

Enclosures: A Study of the Demographic, Economic, and Educational Characteristics of Cumberland and York Counties
ADSPC Policies and Procedures
YCCCS Faculty Guidelines
YCCCS Student Guidelines
YCCCS Brochure

BACKGROUND

In December, 1972, the Chancellor of the University of Maine, the Commissioner of Education, and the four private college presidents in Southern Maine (Nasson, St. Francis, St. Joseph's, and Westbrook) appointed representatives to a planning committee, chaired by Dr. George P. Connick, and assigned them the task of developing a plan to expand postsecondary educational opportunity to York County. Requests for additional postsecondary opportunity in York County had been made by leading citizens and legislators for several years before 1972. A lack of positive response had led to the submission of legislation by three different legislators in the fall, 1972, proposing creation of a York County Community College. Once the planning committee was created the three legislators withdrew their proposed bills.

The planning committee held weekly meetings for four months and submitted a plan for the creation of a cooperative, community college system for southern Maine.

As a part of its planning effort, the planning committee staff prepared a detailed and lengthy demographic study of Cumberland and York counties. The demographic study identified four major access barriers to higher education.

First, the existing public and private colleges mainly offered traditional four-year programs, while job opportunities in Maine were eight times greater for associate degree graduates. Second, the state could not afford to construct or maintain additional campuses. Third, a large number of Maine's citizens of all ages live too far from existing campuses to make commuting realistic during severe Maine winters. And, fourth, those who lived beyond commuting distance to a campus tended to have the lowest family income, and thus were less able to send their children away to school or to attend themselves.

Given these problems, the final plan developed included three recommendations. First, that a community college structure should be developed to offer comprehensive occupational, technical and liberal arts programs and other services to meet the economic and cultural needs of the southern Maine region. Second, that such programs

should be delivered by using existing public and private educational institutions and facilities, including museums, libraries, community centers, hospitals, etc. And, third, that the heart of the program should be regional learning centers, using leased facilities conveniently located to serve the largest number of people.

The plan incorporating these recommendations was approved on July 5, 1973, by the Chancellor, the Commissioner, and the four private college presidents, and a decision was made to test the model immediately in York county.

Moving quickly following the July 5 approval, learning centers were opened on August 1 in Biddeford and Sanford, and classes began on the first of September, 1973. With only a month to advertise its programs, the college was still able to open with 311 part-time students, 560 individual registrations, 37 courses, and 3 degree programs. By the fall of 1976, the project had grown to 770 students, 1723 individual registrations, 96 courses, and 10 degree programs.

ORGANIZATION AND STRUCTURE

A. The Joint Administrative Board - The Cooperative Link.

York County Community College Services has a unique organizational structure which represents a significant example of how a cooperative effort can provide quality education at limited cost through the sharing of resources and responsibilities. The University of Maine at Portland-Gorham and the Southern Maine VocationalTechnical Institute jointly administer the project, and each institution offers a variety of certificate and associate degree programs in York county. The overall project is supervised by a Joint Administrative Board (JAB), made up of representatives from UMPG, SMVTI, and an adult education director and citizen from York county. The JAB provides general policy direction, supervises and evaluates the progress of the project.

B. Associate Degree Studies At UMPG.

At UMPG, the academic and administrative responsibility for the York County project resides in the office of Associate Degree Studies (ADS). Associate Degree

Studies was part of the academic organization plan for UMPG approved by the Board of Trustees in 1971. However, due to insufficient funding, Associate Degree Studies was not staffed until the decision was made to open York County Community College Services.

From the beginning of the York County project, there was recognition of need for close ties to the UMPG campus and to its faculty. To ensure this linkage, the Associate Degree Studies Policy Committee was created to provide the academic base of decision-making normally provided by departments or divisions of faculty (policies and procedures of the committee are appended). At the time of its creation the Associate Degree Studies Policy Committee was thought of as a temporary entity, destined to be replaced by a small core of full-time faculty at the earliest appropriate time.

The ADSPC meets once a month, on the average, and it is fully knowledgeable of the operations of the learning centers in York County. However, the ADSPC's major responsibility is in the area of curriculum and program development, approval, and evaluation. Procedures have been adopted by the ADSPC which ensure faculty and program quality. For example, all faculty who teach in University programs in York County are approved by the campus department in which the course is offered. In addition, every faculty member and course are evaluated by students every semester. As an added check on quality, the records of students who have taken courses in York County and who transfer to the University are evaluated to monitor the progress of the students. The history of students moving to UMPG from York County thus far, indicates an exceptionally high success rate (see the section on evaluation).

The office of Associate Degree Studies operates in a comparable fashion to the administrative and academic structure of a small college. Cooperatively with SMVTI, ADS supervises and evaluates all activities of the learning centers in Biddeford and Sanford. Academically, ADS hires, supervises, and evaluates all University-related faculty. In addition, ADS prepares the schedule of courses each semester and ensures that there is a balanced curriculum so that students may complete programs of study in a reasonable period of time. ADS handles all operational issues related to YCCCS.

C. The Learning Centers.

The system of organization of higher education administration with which most of us are familiar is campus based, organized on a functional basis with discreet tasks being performed by separate and clearly identified offices. Thus, administrative units labeled registrar, admissions, financial aid, veteran's affairs, counseling, business, and others, are established to perform the complex and often overlapping administrative functions of the institution. In contrast, the YCCCS offices are billed as one-step educational service centers, where all of these tasks are performed in one office by no more than three full-time staff. In the decentralized model in YCCCS, cost factors and size of operation have necessitated training administrative generalists, rather than specialists. Student survey results confirm that this approach has been very successful. To provide services for students, learning centers are located conveniently in downtown Biddeford and Sanford. In a single trip to a learning center office, a student may receive academic counseling, be admitted to a program (if eligible), register for courses, apply for financial aid, pay their tuition and fees, and be tested to determine if remedial assistance in writing or mathematics is needed.

In keeping with the concept of utilizing the resources of the county to provide the educational opportunity, classroom space has been leased from the Sanford Public Schools, Thornton Academy, Biddeford Public Schools, Marshwood High School, Nasson and St. Francis Colleges, from Dyer, McArthur, and Goodall libraries, and from other organizations in York County.

Because the original plan for the community college called for its eventual expansion to six centers in York and Cumberland counties, the model was carefully devised for ease of replication. The learning centers, although autonomous, are uniform in philosophy and procedures, and they are linked to the appropriate offices at UMPG for final processing of student records. The creation of new centers, therefore, can be accomplished efficiently and expeditiously and with a minimum of planning and design if undertaken well in advance of the proposed beginning date for classes.

FACULTY

The YCCCS planning document in 1973 proposed that the majority of faculty teaching in the learning centers of the community college should be adjunct or part-time instructors. The planners believed that there would be an insufficient breadth of course offerings in any specific discipline (i.e., history, sociology, political science, etc.) at a single learning center to justify full-time faculty. Although experience has shown that full-time faculty could be justified at each center in the areas of English and mathematics, the late afternoon and evening schedule, four nights per week, reduces the likelihood of finding high quality faculty who are willing to commit themselves to the rigors of such a schedule. Furthermore, the part-time instructors employed in YCCCS, with few exceptions, have proven themselves to be competent, committed instructors. There is no intent in the near future, therefore, to staff the learning centers with full-time faculty.

The part-time faculty are approved to teach by the appropriate academic department at UMPG. Normally an interview takes place and care is taken to ensure comparable course requirements between YCCCS and UMPG classes. UMPG hires approximately sixty faculty members each semester. A typical semester, such as Spring, 1977, would reveal the following profile:

Fifty-five faculty were contracted to teach. Forty-seven (47) had taught more than two semesters for YCCCS and eight (8) were hired for the first time. Twenty-two teach full-time at other institutions and thirty-three are employed in positions other than teaching (CPA's, Psychologists,etc.) or are unemployed. Thirteen of the fifty-five hold the Ph. D., thirty-eight have masters degrees and four who teach in a certificate program, have less than the masters degree.

Faculty and courses are evaluated each semester by students and classes are visited periodically by members of the Associate Degree Studies staff.

STUDENTS

A. Enrollment.

Approval to initiate York County Community College Services was given on July 5, 1973, and two months later, a total of 260 students enrolled in 29 YCCCS courses given by the University of Maine with an additional 51 students enrolled in 8 Southern Maine Vocational Technical Institute courses. In its first year of operation (fiscal year 1973-74), 579 students enrolled in University courses while 120 students enrolled in SMVTI courses. Table I shows the number of courses offered, students enrolled, and the number of individual course registrations for each fiscal year. Fiscal year 1974-75 saw a 78.6% increase in the number of courses offered, a 93.6% increase in the number of students served, and a 119.2% increase in course registrations. In fiscal year 1975-76, a 36.8% increase took place in the number of courses offered while there was a 43.4% increase in the number of students served and a 61.9% increase in course regristrations.

The first three years of YCCCS existence could be summarized as a period of almost geometric growth where the increases in students served far exceeded the increase in the number of courses offered and a period during which the students increased the number of courses they took. In 1973-74, the average student took 1.95 courses. The average course load increased to 2.20 courses per student in 1974-75 and to 2.49 courses per student in 1975-76.

For the fall, 1976 semester, there was an 18.2% drop in the number of students at YCCCS as compared to the fall 1975 semester. As the York County student is a part-time learner, a comparison of the drop in part-time students for all campuses in the University system (as shown in Table II) shows that the drop at York County was almost equal to the 17.6% drop in part-time students at UMO and that the percentage decreases in part-time students at Fort Kent, Farmington, and Presque Isle far exceeded the decrease in York County.

If we exclude 1975-76 as being atypical due to the large influx of veterans seeking to use their benefits prior to the May 31, 1976 delimiting date, we find that

TABLE I

YORK COUNTY COMMUNITY COLLEGE SERVICES

ENROLLMENT SUMMARY - 1973 TO 1977

	UNIVERSITY ENROLLMENT			SMVTI ENROLLMENT		
	No. of Courses	No. of Students	No. of Course Registrations	No. of Courses	No. of Students	No. of Course Registrations
Fiscal Year 1973-74						
Fall 1973	29	260	507	8	51	78
Spring 1974	41	319	620	11	69	142
Total	70	579	1,127	19	120	220
Fiscal Year 1974-75						
Summer 1974	9	98	111	8	56	69
Fall 1974	56	461	1,032	20	158	355
Spring 1975	60	562	1,327	24	248	543
Total	125	1,121	2,470	52	462	967
Fiscal Year 1975-76						
Summer 1975	16	236	346	10	128	243
Fall 1975	72	680	1,736	26	275	621
Spring 1976	83	691	1,917	32	267	628
Total	171	1,607	3,999	68	670	1,392
Fiscal Year 1976-77						
Summer 1976	19	160	242	5	128	132
Fall 1976	74	556	1,307	22	214	416
Spring 1977	69	492	1.148	23	218	385
Total	162	1,208	2,697	50	560	933

Cross-registrations. Students who register for courses from both institutions in the same semester are defined as cross-registrants. In the fall, 1976 semester, a total of 56 students cross-registered for courses. Five students were counted in the University headcount while 51 students were included in the SMVTI headcount. In the spring, 1977 semester, 60 students took courses with both institutions. Three of these students were included in the University headcount while 57 students were included in the SMVTI headcount. Students are counted by the institution with which they are matriculated or at which they take the majority of their courses. For the two semesters, 116 students took concurrent courses from SMVTI and UMPG. These 112 cross-registering students represented 8.2% or one out of 12 of the students enrolled. This ability to enroll for courses from two institutions is also a measure of the cooperative efforts involved in the YCCCS project.

TABLE II

1975-76 & 1976-77 OPENING FALL PART-TIME STUDENT ENROLLMENT BY CAMPUS

	NUMBER OF PART-TIME STUDENTS		% CHANGE
	1975-76	1976-77	1975 to 1976
University of Maine System	10,625	9,051	-14.8%
Machias	182	184	+ 1.1%
Augusta	2,380	2,212	- 7.1%
Portland-Gorham (excluding ADS/YCCCS)	4,079	3,481	-14.7%
Orono	2,190	1,805	-17.6%
ADS/YCCCS	680	556	-18.2%
Fort Kent	257	196	-23.7%
Farmington	442	333	-24.7%
Presque Isle	415	284	-31.6%

Source: University of Maine Office of Budget and Financial Planning. "Annual Report on the University of Maine Degree Credit Enrollments: Fall 1968- Fall 1976." Information Sheet #3 - 1976-77; December 9, 1976. Page 4.

from fall 1974-75 to fall 1976-77, the total headcount in the University system increased by 4.1% while part-time student enrollments increased by 1.2%. For the same period, the enrollment in University courses at YCCCS increased by 95 students, or by 20.6%. Since its inception, YCCCS headcount enrollments have paralleled the enrollment trends within the University system as can be seen from TableIII showing fall headcount enrollments for the system, UMPG and YCCCS. Including the spring, 1977 semester, almost 2,100 different individuals have enrolled in University of Maine courses at York County Community College Services while an additional 800 students have enrolled in courses offered by SMVTI. During 1976-77, a total of 15.9 people per 1,000 population were served by York County Community College Services, a figure only slightly below the 17 per 1,000 population median service ratio nationally for community colleges which have been in operation more than three years.

B. Student Profile.

Student surveys are conducted each semester, the results providing a profile of the YCCCS student body, and insight into the effectiveness of student services. The surveys over a four year period show a student profile of:

60% male, 40% female

average student age of 30 years

60% married with children

40-50% Veterans

60-65% employed full-time

15% employed part-time

$10,000-$12,000 yearly family income

65% take one or two courses per semester

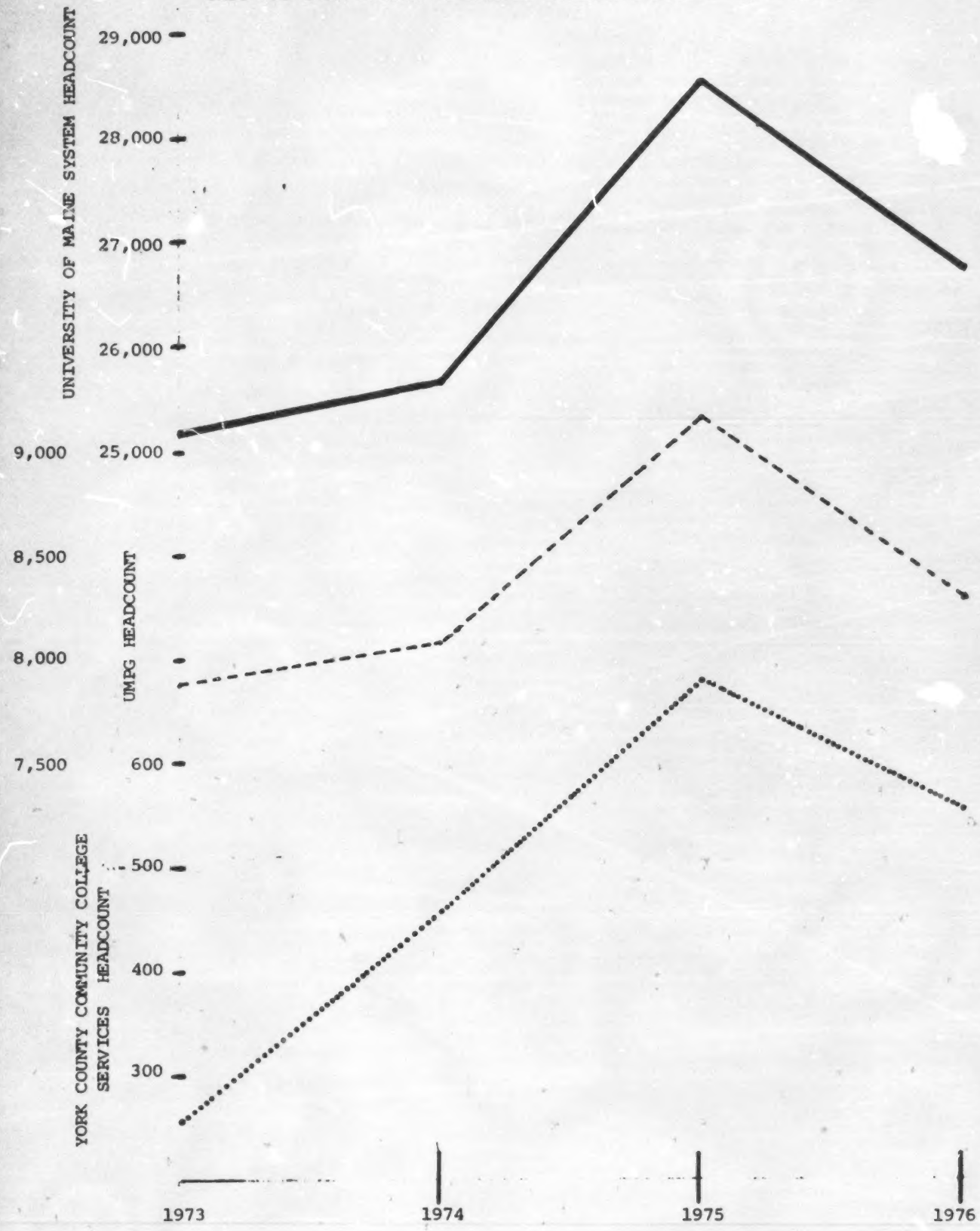
65% travel less than 10 miles to classes

75-80% are satisfied with student services

The demographic study conducted during the planning phase for YCCCS indicated that there were many residents of York County who were unable to attend college because of limited income, availability of programs close to home, and appropriate academic programs.

TABLE III

FALL HEADCOUNT ENROLLMENT—UNIV. OF MAINE SYSTEM,
UMPG AND YORK COUNTY COMMUNITY COLLEGE SERVICES—1973 TO 1976



Survey results over the past four years have confirmed that the target population is being reached.

BUDGET

The Associate Degree Studies/York County Community College Services budget is made up of three components: (1) the learning centers, (2) instruction, and (3) administration.

The learning center budget is for the staffing and operation of the Biddeford and Sanford offices of York County Community College Services. In fiscal 1976-77, each office was staffed by a learning center director, a full-time counselor, a half-time counselor, one secretary, and a quarter-time clerk position. In addition to the staff at each center, a half-time administrative aidedirects the publicity efforts of the program as well as providing administrative liason between UMPG and SMVTI. Rental for the two conveniently located offices is paid through this budget as are the telephone, postage, photocopying, and the other expenses involved in operating the offices.

The instructional budget pays the salaries for the part-time instructors (the equivalent of 17 full-time faculty members) employed at YCCCS as well as classroom rentals, supplies, and faculty travel reimbursement.

The administrative budget includes three professional and one classified position. Table IV outlines the expenditures for each of these three budget entities for the four fiscal years of ADS/YCCCS existence.

TABLE IV
ADS/YCCCS EXPENDITURES BY FUNCTION - 1973 TO 1977

Fiscal Year	Learning Centers	Administrative	Instruction	Total Expenses
1973-74	$ 97,614.	$ 63,983.	$107,000.	$268,597.
1974-75	112,503.	77,227.	152,351.	342,081.
1975-76	107,142.	71,597.	215,235.	393,974.
1976-77	105,200.	75,700.	164,100.	345,000.

At its inception, the YCCCS project received $95,000 in funding from the Chancellor's office. A total of $50,000 was to fund one-half the operation of the

learning centers with the remaining $45,000 to be used for the payment of instructional expenses. UMPG allocated $25,000 from its Academic Planning Office to help cover the administrative costs of the program. Thus, a total of $120,000 in University funding was initially allocated to the project. As the learning centers are a joint venture with Southern Maine Vocational Technical Institute, SMVTI and the State Department of Education agreed to contribute one-half the expenses of the learning centers. The additional funds necessary to operate the project were to be generated through student tuition. Table V below outlines the sources of revenue for the project since its inception.

TABLE V

ADS/YCCCS REVENUE BY CATEGORY - 1973 TO 1977

Fiscal Year	U. of M Appropriation	Tuition Income	SMVTI Contribution	Total Revenue	Net Surplus or (Deficit)	Tuition as % of Univer. Expenses
1973-74	$120,000.	$ 61,809.	$ 48,809.	$230,618.	($37,979.)	28.1%
1974-75	120,000.	159,189.	56,193.	335,382.	(6,699.)	55.7%
1975-76	133,100.	257,990.	55,000.	446,090.	52,116.	76.1%
1976-77	17,800.	224,550.	55,000.	297,350.	(47,650.)	77.4%

The 1973-74 to 1975-76 period represented a period of stable University funding with tuition income quadrupling. The prosperity of 1975-76 was reflected in the $52,116 surplus generated by the program. Fiscal year 1976-77 brought about a drastic cut in University funding for ADS/YCCCS. The decrease of $115,300 in University funding was rationalized in the following manner: a cut of $52,100 due to the surplus of the prior year, a goal of generating $26,200 in tuition above and beyond the $257,990 of the prior year, an expense cut of $17,000 as a classroom lease with Nasson College was to be terminated and less expensive facilities at Sanford High School were available, and a general cut in expenses of $20,000. Had University of Maine support for the project remained at the 1975-76 level, 1976-77 would have shown a net surplus of $67,650 rather than the deficit of $47,650.

The cut in expenditures of $37,000 was carried out and as shown by Table IV, Expenditures by Function, 1976-77 expenses for the project were actually $49,000 lower than 1975-76.

The major problem encountered in 1976-77 was the veteran delimiting date which occurred on May 31, 1976 thus causing pre-1965 veterans to lose their educational benefits. Based on an analysis of fall, 1976 enrollment statistics, it was found that the loss of veterans brought about a $36,140 revenue loss, or approximately $72,000 in revenue loss for the fiscal year.

Another problem encountered was the increase in tuition from $25. to $30. per credit hour. It must be kept in mind that the York County project is serving an adult population whose incomes tend to be lower than the family incomes of campus-based students and who have much greater family responsibilities (children, jobs, homes, etc.) than do campus students. The analysis of the fall 1976 student characteristics and statistics indicated that 22 students did not return to YCCCS in 1976-77 because they could not afford the higher tuition. Fall, 1976 also saw a decrease in the average course load per student, from 2.553 courses per student in 1975-76 to 2.351 courses per student in 1976-77. This loss of students and decrease in course load per student reduced tuition revenue by $50,620 for the fiscal year with only $39,210 being recovered through the higher tuition charges. A total of $11,400 in revenue was thus lost due to the tuition increase. Had this loss and the $72,000 veteran tuition loss not occurred, tuition revenue would have been $307,550 for 1976-77, or some $23,360 above the tuition generation goal for the year.

Two important financial considerations concerning the project are contained in Table VI. The first is that the expenditure per full-time equivalent student is only $923.67 as compared to the $2,141.63 expenditure per F.T.E. for all campuses in the University system. A second major financial consideration is the tuition revenue as a percentage of expenditures. In fiscal 1973-74, tuition represented only 28.1% of the YCCCS/ADS expenditures. Tuition increased to 55.7% of the expenditures in fiscal year 1974-75 and to 76.1% of expenditures in 1975-76. Even with the reduced tuition generation of fiscal year 1976-77, tuition represented 77.4% of the project's expenditures. Thus, YCCCS/ADS tuition represents almost twice the 41.3% proportion which tuition revenue represents of the expenditures for all University of Maine campuses.

TABLE VI

EXPENDITURES PER FULL-TIME EQUIVALENT STUDENT - 1976-77

	Expenditures	F-T-E STUDENTS	Expenditures Per F.T.E.	Tuition as % of Expenditures
Augusta	$ 2,723,976.	1,592.2	$ 1,710.83	58.6%
Farmington	3,125,370.	1,762.7	1,773.06	38.7%
Fort Kent	1,135,634.	476.6	2,382.78	34.7%
Machias	1,319,990.	622.7	2,119.78	33.2%
Presque Isle	2,183,432.	1,089.9	2,003.33	37.9%
Orono	24,337,363.	9,858.2	2,468.74	40.0%
Portland-Gorham*	9,646,969.	5,184.9	1,860.59	43.2%
ADS and YCCCS	290,000.(a)	314.0	923.67	77.4%
System	$44,762,734.	20,901.2	$ 2,141.63	41.3%

* Excludes YCCCS F.T.E. students and budget.

(a) A total of $ 224,550. of the University contribution to YCCCS/ADS was generated through student tuition. Tuition revenue thus represents 77.4% of expenditures.

Source of Expenditures data: University of Maine Office of Financial Planning, "Unrestricted E+G Budgets: 1976-77", June 4,1976, Chart 1, Tab A.

Source of F.T.E. data: University of Maine Office of Financial Planning, "Annual Report of Degree Credit Enrollments in the University of Maine: Fall 1968 - Fall 1976," Page 10. December 9, 1976.

EVALUATION

The Associate Degree Studies Policy Committee (ADSPC) composed of twelve UMPG faculty provides on going control and evaluation of the YCCCS curriculum. The ADSPC ensures necessary articulation and consistency between the UMPG campus programs and policies and those in York County programs.

In 1974, a first year status report and internal evaluation was conducted in conjunction with an evaluation by the Chancellor and the Commissioner of Education. The evaluation was very positive and suggested minor adjustments that have since been implemented. An advisory committee composed of citizens, students, and educational leaders was established to provide input on the role and effectiveness of YCCCS.

Another measure of the quality and effectiveness of the program is shown by the progress of those students who continue their education. There have, in four years, been sixty-five students who have graduated with an Associate Degree and twenty-six students who completed a one-year certificate program. Thirty-eight of the associate degree graduates are currently continuing their education at UMPG (an additional 16 YCCCS students transferred to the campus before completing the degree), seven are continuing their education at a college other than UMPG and twenty graduates are not continuing their education at this time.

It should be noted that two of the sixty-five YCCCS graduates were awarded a bachelors degree from UMPG in May 1977.

The 38 former YCCCS students currently enrolled at UMPG are maintaining very acceptable grade point averages as shown in Table VII. Sixteen additional YCCCS students will enroll at UMPG in the fall, 1978.

TABLE VII

GPA at UMPG	Number of Students
3.0 - 4.0	18
2.0 - 2.9	15
1.0 - 1.9	5
	38

FUTURE DIRECTIONS

The future directions for the Associate Degree Studies and York County Community College Services can be grouped into four categories:

New Learning Center Locations - The original plan to expand postsecondary educational opportunity to York County envisioned three learning center locations. In addition to the present Biddeford and Sanford locations, a third site was proposed for southern York County. This third center was to serve the communities of York, Kittery, Eliot, South Berwick, Wells and Berwick, an area which encompasses about 30% of York County's population. At present only 11% of the YCCCS student enrollment is drawn from those communities, indicating the need for this third York County learning center. Also envisioned by the original plan task force were three learning centers in Cumberland County. These three Cumberland County centers were to provide low cost, high quality education to by-passed populations geographically isolated from the UMPG campuses. The planning committee estimated a student potential 1.8 times as great as that in York County.

Instructional Approaches - Over the past four years, Associate Degree Studies has been able to develop individualized, self-paced programs in developmental English and math skills as well as programs in English composition and algebra. These new instructional approaches have allowed the program to serve students whose basic skill problems would have precluded college attendence. The development of self-paced individualized programs in reading skills and study skills are a near-term goal of the program. Another future direction is the further utilization of community resources. This summer, courses are being offered in such diverse locations as a lumber yard and the local police station. Cooperative efforts with the private colleges located in York County are also among the new instructional techniques to be tested. During this spring, a cooperative effort between Nasson College and YCCCS resulted in a course in "Wildlife Biology" being

made available for students at both institutions with YCCCS providing the instructor and Nasson providing the classroom space. Other instructional directions to hopefully be undertaken include the offering of courses through television and newspapers as well as exploration of instructional approaches such as telelecture and other types of media-oriented, self-paced, individualized instructional methods.

New Student Populations - Beginning in the fall of 1975, ADS/YCCCS has participated with Bangor Community College in offering a one-year certificate program in human services for people of Franco-American heritage. This cooperative effort has opened new student markets for YCCCS. The creation of developmental programs in English and math have also allowed the program to serve previously by-passed populations. Through innovative programming and continual educational need assessment of York County's population, new markets and new populations to be served will be delineated.

New Program Development - A vital function of Associate Degree Studies is the development of new associate degree level programs to be offered in southern Maine by UMPG. The continual assessment of the need for new programs and on-going determination of the success of present programs is one of the major administrative tasks of ADS. Since its inception at UMPG, new associate degree programs in Liberal arts, Selected Studies and Theraputic Recreation have been developed. In cooperation with Bangor Community College, the Human Services Gerontology two-year program will be offered at UMPG for a three year period with ADS providing administrative responsibility for the program. Exploration of new degree program opportunities needed in southern Maine as well as developing cooperative arrangements with other campuses in the University system, so as to make two-year level programs from other campuses available to southern Maine students, will be major thrusts of Associate Degree Studies.

The original goal of the York County project was to determine if low cost, high quality education, with degrees appropriate to the needs of the region and the student,

could be delivered to an adult population which was removed from a campus. After four years of operation, the answer is clearly yes.

The future will require refinement and improvement of the existing structure, the opening of new learning centers in southern Maine locations to provide educational opportunity to citizens not currently being served, the development of new degree program opportunities, and the exploration of additional alternative delivery approaches, such as MPBN, closed circuit television, and programmed instruction.

ASSOCIATE DEGREE STUDIES POLICY COMMITTEE

POLICIES AND PROCEDURES

I. MEMBERSHIP

A. COMPOSITION

The Committee shall be composed of no more than twenty members. Each UMPG school or college, and division not a part of a school or college, offering at least one degree program shall be offered representation on the committee. The Director of Associate Degree Studies shall be an ex officio member.

B. APPOINTMENT

The dean or director of the appropriate College, School or Division shall be asked to recommend to the Director of Associate Degree Studies the names of faculty for appointment to the Associate Degree Studies Policy Committee. Appointment to the ADSPC will be made by the Director of Associate Degree Studies.

C. REAPPOINTMENT

If a member desires to be reappointed at the expiration of a term, the Director of Associate Degree Studies shall so notify the appropriate dean or director. If the dean or director of the school, college or division and the director of Associate Degree Studies concur, the member can be reappointed. Reappointment to the ADSPC will be made by the Director of Associate Degree Studies.

D. TERM OF APPOINTMENT

The term is three years except when a faculty member completes the unexpired term of another faculty member. In the latter case, the appointment is for the unexpired term.

II. AUTHORITY

The division of Associate Degree Studies was proposed in the Academic Organization plan for UMPG completed in November, 1970. Although this document was approved by the Board of Trustees of the University of Maine on February 5, 1971, the implementation of the section pertaining to Associate Degree Studies was delayed until June 1973, when an Acting Director of Associate Degree Studies was appointed by the President.

In July 1973, the Associate Degree Studies Curriculum Committee was appointed by the President. The name of the Committee was changed to Associate Degree Studies Policy Committee (ADSPC) in September 1975,

and the President stipulated that is should report thereafter to the Director of Associate Degree Studies. The ADSPC shall remain in existence until such time as a permanent full-time faculty is hired to replace it.*

III. RESPONSIBILITIES

The Associate Degree Studies Policy Committee (ADSPC) has academic responsibility for the planning, development, implementation, review and evaluation of all associate degree programs (other than those in business administration).*

These responsibilities include, but are not limited to:

A. Matters related to the curriculum offerings of Associate Degree Studies:

1. Reviewing descriptive literature and brochures;

2. Reviewing:

    a. Proposed course offerings for each semester;

    b. Course additions and deletions;

    c. Change in course numbers, titles, descriptions, prerequisites, and credit hours of courses;

    d. Program requirements;

3. Recommending associate degree program:

    a. Additions and deletions;

    b. Admission and transfer policies;

    c. Academic policies; and

4. Such other academic matters as the Committee deems appropriate.

B. Establishing hiring procedures for part- and full-time faculty.

IV. PROCEDURES

A CURRICULUM

The ADSPC is concerned, in general, with two types of programs--(1) college parallel programs designed to offer the first two-years of a baccalaureate program, and (2) general or occupational programs.

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*The Associate in Business Administration department shall remain in the School of Business until such time as sufficient resources are available to appoint a core faculty in liberal arts to complement the business faculty.

1) College Parallel Programs

The development and administration of college parallel programs requires close coordination and cooperation between ADS and the appropriate departments, colleges and schools at UMPG. To ensure that ADS programs are designed to prepare students to transfer to baccalaureate programs, the following procedures will be used in the development of college parallel programs:

(a) UMPG colleges and schools, through their dean, will be asked to work with the ADSPC in developing the curriculum and degree requirements for programs which are expected to lead to transfer to their school or college or to another baccalaureate institution.

(b) The deans of schools and colleges will be asked to develop appropriate methods for consultation between their departments and faculty and ADS, and to establish procedures for securing college or school recommendations regarding the curriculum.

(c) Once a program is established, a dean of a school or college may be asked by ADSPC to provide a review and evaluation of the program by an appropriate department and to advise revision of the ADS curriculum and degree requirements where appropriate.

(d) Final responsibility for all college parallel curriculum and programs resides with the ADSPC.

2) General or Occupational Programs

(a) Advisory Committees: The ADSPC shall create appropriate advisory committees, broadly representative of those groups most interested in, and affected by, a proposed program. Such advisory committees should include interested citizens, persons representing educational institutions, and persons from the areas of potential employment for the graduates. The advisory committee shall be asked to determine the need for a program, to advise on curriculum and degree requirements, and periodically to evaluate the program.

(b) Final responsibility for all ADS General or occupational curriculum and programs resides with the ADSPC.

B. MEETINGS

1) Meetings shall be called, with reasonable advance notice to members, by the chairman, or at the request of any three members of the committee.

2) All meetings shall be open unless the committee, by 2/3 vote of those present, elects to meet in executive session.

3) Members shall be apprised of the agenda at least three weekdays in advance of the scheduled meeting.

4) Robert's Rules of Order, AS REVISED, shall govern on any issue for which there is not an already existing rule.

C. VOTING

1) Each member of the ADSPC present at a meeting shall have one vote.

2) Written proxy votes shall be allowed on items as they appear on the agenda. If an agenda item, for which proxy votes have been received, is amended at a meeting, the chairman or secretary shall, within three weekdays thereafter, communicate the amendments to the maker of the proxy and allow him or her to vote thereon. The secretary shall communicate the result of this tardy vote, by footnote or parenthetically, in the minutes of the meeting generating the vote.

3) Mail ballots shall be permitted in lieu of a vote at a meeting. A special motion calling for such a vote, on a question before the committee, shall requrie approval by 2/3 of those voting on it.

4) Except as otherwise provided by established rules, temporary rules, or Robert's Rules of Order, as revised, motions shall be approved by a simple majority of those voting, to include proxies where appropriate. Temporary rules, regarding the number of affirmative votes necessary to approve a question, may from time to time be established by a 2/3 vote of those present and/or eligible to vote by proxy (see C (2) above).

D. QUORUM

A quorum shall consist of 50% of the appointed members.

E. ELECTIONS

The Chairman shall be elected annually in April at a meeting scheduled at least one week in advance. The Director of Associate Degree Studies may be elected as Chairman only by a 2/3 vote of those present. The secretary shall be appointed by the Chairman.

F. EXECUTIVE COMMITTEE

1) Composition:
The Chairman of the Associate Degree Studies Policy Committee, the Director of Associte Degree Studies, and four ADSPC members, elected at large at a meeting in April, shall comprise the Executive Committee. The Chairman of the ADSPC shall be chairman of the Executive Committee.

2) Responsibilities:
The Executive Committee is responsible for:

a) preparing ADSPC agendas;

b) recommending to the ADSPC the creation and dissolution of subcommittees;

c) recommending to the ADSPC the membership of subcommittees;

d) coordinating the work of ADSPC subcommittees;

e) acting on emergency matters pertaining to Associate Degree Studies in the event a meeting of the full ADSPC cannot be held for lack of a quorum.

3. MEETINGS

Meetings of the executive committee shall be called by the Chairman of the Executive Committee or by the Chairman at the request of two members of the ADSPC.

G. AMENDMENT

These Policies and Procedures may be amended by a 2/3 vote of the full membership of the Committee. A motion to amend must appear on the agenda at least one meeting before it can be voted upon.

H. OTHER MATTERS

The ADSPC shall develop whatever policies and procedures it deems necessary to discharge its duties.

GPC/clh

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